

CHAPTER-5



**SUMMARY, CONCLUSION
& RECOMMENDATION**

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In this chapter a brief summary of study, the results obtained and conclusions drawn from the various analysis are being presented. This is followed by the educational implications based on findings of the study. Recommendations for further research on related topic have also been outlined.

Without language a human society would be unthinkable. No society can built up and transmit its culture to future generations if it does not have a language. The writing is a great form of transmission of our thinking, culture, knowledge. That is why it is the basic skill of learning any language. In this competative era, the good-handwriting ability also plays an important factor for the achieving success in life. Also it is believed that good handwriting is the indicator of a sound personality. That is why the research-scholar was motivated to find out the differences of writing ability between two different schools. The purpose of the study was to compare the writing ability of V grade students belonging to Aashram school and non-aashram school in English language. A study carried out by Malik was parallel to the present one. The findings of the study between urban and rural girls about the size of alphabets, distance between two words was important to frame the criterion of measurement for the present study.

Sixty students of Class V of aashram school & non-aashram school students served as the subjects of the study. The student's who followed the sample writing style (not cursive or simple cursive) as in the case of printed text-book was considered for the study. The technique of purposive sampling was used. A total number of sixty students having 29 boys and 31 girls from Aashramshala and non-aashramshala were selected.

The writing ability of V grade student studying in aashram school and non-aashram school of tehsil Shirpur was assessed during two different situations :

- * writing ability through copying a paragraphs on four lined sheets.
- * writing ability while taking a dictation on four lined sheets.

The selected data have been analysed using the descriptive statistical technique like mean, standard deviation etc. Within the limitation of the study, the undermentioned findings were recorded.

5.1 Major Finding :

⊕ A significant difference in writing ability was found between the students studying in Aashram school and Non-aashram schools. The mean value of non-aashram school student was greater as compare to the Aashram school. So handwriting ability of Non-aashramshala student is better.

⊕ No significant difference in legibility, size of letters and use of capital letters amongst the component of writing ability was found between the students studying in Aashramshala and Non-aashramshala. It reflects that the student of aashram school and Non-aashram school have equal sense of legibility, size of letters and use of capital letters.

⊕ A significant difference in space between two words among the component of writing ability was found between the students studying in Aashramshala and Non-aashramshala. It reflects that the student of Non-aashram school have a better sense of spacing between two words.

⊕ A significant difference in writing ability was found between the students studying in Aashram school and Non-aashram school during dictation. The mean

value of non-aashram school student was greater as compared to the aashram school. So handwriting ability of non-aashram school student is better during dictation.

✧ No significant difference in legibility, size of letters and use of capital letters amongst the component of writing ability was found between the students studying in Aashram school and Non-aashram school during dictation. It reflects that the student of Aashram school and Non-aashram school have equal sense of legibility, size of letters and use of capital letters during dictation.

✧ A significant difference in the space between two words was found among the students studying in Aashram school and Non-aashram school during dictation. It reflects that the student of Non-aashram school have a better sense of spacing between two words during dictation.

✧ No significant difference in writing ability was found amongst the students studying in Aashram school and Non-aashram school during copying.

✧ No significant difference in size of letters and use of capital letters amongst the component of writing ability was found between the students studying in Aashram school and Non-aashram school during copying. It reflects that the students of Aashram school and Non-aashram school have equal sense in size of letters and use of capital letters during copying.

✧ A significant difference in the legibility and space between two letters amongst the component of writing ability was found between the students studying in Aashram school and Non-aashram school during copying. It reflects that the students of Non-aashram school have a better sense in legibility and space between two words during copying.

5.2 Conclusion

* The writing ability of Non-aashramshala student was more appropriate as compared to Aashram school student. This may be due to less emphasis on writing ability, by the teachers of Aashram school. So English teacher of Aashram school should take care more about handwriting skill of their students.

* It was observed that space between two words of Non-aashram school student was appropriate as compare to Aashram school. It will be fit, if teachers teaching English become attaintive towards this aspect of writing ability.

* It reflects that the writing ability during dictation of Non-aashramshala student is more good as compared to aashram school student. So the teachers should practice more the student in the area of dictation is concerned.

* It was evident that the students of Non-aashram school have a greater sense of spacing between two words. So in order to improving skill of handwriting during dictation of Aashram school student teacher should give home work on the basis of handwriting.

* A significant difference in the legibility and space between two letters amongst the student was found during copying. It indicates that the students of Aashram school are weak in this aspect. In this case the importance to evaluate good hand-writing ability should become regular feature of school activity.

* However, it was also found that in the following aspect the students of Aashram school and Non-aashram school are equal between them no difference was seen.

* With respect to Legibility, size of letters and use of capital letter in the writing abilities and during dictation also.

* Writing ability during copying with size of letters and use of capital letters.

5.3 Recommendation :

* For Implementation :

The skill of handwriting develops at early stage of primary education. It will be in right perspective that due weightage is being given to this trait which will not only help the child in achieving high score but also shape a better personality.

In this connection teacher must be trained in this line so that they give practice to writing skill for each student.

* For further studies -

- Similar study could be undertaken on large sample.
- Similar study could be undertaken on student belonging to different stages of education i.e. elementary, secondary, senior secondary.
- A similar kind of comparative study of writing ability between tribal and non-tribal; urban-rural; government-non government; English medium school-non English medium schools could be study.
- A parallel study of having experimental nature may also be undertaken where intervention may be implied to study the effects.